DOCUMENT RESUME

ED 304 990 HE 022 294

AUTHOR Newman, James F.
TITLE Assessing the Needs and Attitudes of the Business Community: M.B.A. Program Development.
PUB DATE Mar 89
NOTE 31p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Business Administration Education; Educational Quality; *Employer Attitudes; Graduate Study; Higher Education; Management Development; *Masters Programs; Outcomes of Education; Program Development; *School Business Relationship

ABSTRACT

A method to determine the mutual needs of the business community and colleges that offer a masters of business administration (MBA) program is presented, noting the importance of determining if graduate business education has kept pace with innovative technological changes. Many in the business community question the effectiveness of MBA programs. Employers' perceptions of the need for specialization in MBA programs, their perceptions of the strengths and/or deficiencies in MBA education, their needs and attitudes regarding business education in general, and the importance of particular MBA courses to careers should be assessed by sending surveys to the presidents of the leading firms in an area. A major question in the study should be whether a college should offer a major in accounting, computer information systems, finance, management, and/or marketing. The resulting data should be sufficient to make recommendations for the improvement and development of an MBA program, with satisfying the needs of business as a major goal. These studies can provide information to enable recommendations that make the quality of the program spiral upward. A program must become more effective to maintain the college's reputation. If the degree loses its luster, many would suffer as some employers would no longer see value in paying higher salaries based upon an individual's having attained the degree. An MBA Business Survey is appended. Contains 17 references.(Author/SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED304990

ASSESSING THE NEEDS AND ATTITUDES OF THE BUSINESS COMMUNITY: M.B.A. PROGRAM DEVELOPMENT

by

James F. Newman, Ed.D.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James F. Newman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

MARCH 1989

BEST COPY AVAILABLE

HE 022 294

ABSTRACT

ASSESSING THE NEEDS AND ATTITUDES OF THE BUSINESS COMMUNITY: MBA PROGRAM DEVELOPMENT

Jesse F. Newman, Ed.D.

Society is a system, comprised of social systems joined together in regular interaction, operating to perform fundamental functions vital to the whole (Resource Book, 1984:1-4). Business, a part of that social system, has changed dramatically due to technological advances but in many cases, education has not. It is important therefore, to determine if graduate business education has kept pace with these innovative technological changes.

Many in the business community, an important constituency of graduate business education whose needs must be satisfied, question the effectiveness of graduate business programs. The purpose, therefore, of this paper is to suggest one method to determine the mutual needs of the business community and colleges that offer MBA programs. Employers' perceptions of the need for specialization in MBA programs, their perceptions of the strengths and/or deficiencies in MBA education, their needs and attitudes regarding business education in general and the importance of particular MBA courses to careers should be assessed by sending surveys to the presidents of the leading firms in an area. Each

president should be requested to complete the survey personally or pass it on to a delegated representative. The data obtained should provide the necessary information to make recommendations for the improvement and development of an MBA program.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Purpose	1
Background and Significance	2
Review of Related Literature	3
PROCEDURES	9
Instrument	11
Implementation	12
Treatment of the Data	13
Assumptions and Limitations	13
DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS	14
Discussion	14
Implications	15
Recommendations	16
REFERENCES	17
BIBLIOGRAPHY	19
APPENDIX A	21

INTRODUCTION

Human behavior operates in a social milieu working through institutions comprised of individuals who are for the most part collected in groups. Society is a system, comprised of social systems, joined in regular interaction, operating to perform fundamental functions vital to the whole. The social structure represents the patterns of behavior that are established as individuals and groups relate to one another. When social change, which is inevitable, takes place, old values, traditions and meanings are transformed into new conduct involving profound changes in characteristic behavior patterns (Resource Book, 1984:15-16).

Purpose

Business, a part of the social system, has changed dramatically due to technological advances but in many cases business education has not. It is important, therefore, to determine if graduate business education has kept pace with these innovative technological advances.

Many in the business community, an important constituency of business education whose needs must be satisfied, question the effectiveness of graduate business programs. The purpose, therefore, of this paper is to suggest one method to determine the mutual needs of the business community and colleges that offer MBA

programs. Employers' perceptions of the need for specialization in MBA programs, their perceptions of the strengths and/or deficiencies in MBA education, their needs and attitudes regarding business education in general and the importance of particular MBA courses to careers should be assessed.

Background and Significance

Herold (1985:3) wrote that in the 1950s only a handful of schools offered the Master of Business Administration (MBA) program; now hundreds do. MBA programs, which help many in their preparation for successful business careers, play a crucial role in adequately preparing business leaders to meet the challenges of the future. Academics have a responsibility to continue to supply well-trained and well-educated candidates for the complex managerial positions that will be evolving.

The MBA has become a major force in business education, a revenue source for universities and a university-business connection that promotes corporate financial and human resource contributions (Van Doren et al., 1986:34). MBA programs are important to most colleges and it is in the best interest of all concerned to strive for excellence so as to keep these programs current and competitive. The problem is that some programs have not been adequately maintained and/or improved over

the years. Some may never have been evaluated to determine their effectiveness on the population they serve, yet this is essential if colleges are to maintain their unique positions and take advantage of future opportunities. To do so, MBA programs must be examined and changes recommended, as perceived necessary, to face the challenges of the future and to fulfill their role of providing well-trained and well-educated employees, leaders and future managers/executives to the ever growing business community. As a result, mutually beneficial ties may be developed between business and education.

Faculty members in MBA programs must be a pro-active force in business education/training and play their part in the future development of the growing business community. The dynamic nature of the business world requires academics to be aware of the constantly changing business environment; academics must assess the market to be served and find a niche for their MBA programs so these programs may survive and be successful in that changing environment.

Review of Related Literature

American business executives regard the Masters degree in Business Administration with respect and with the view that MBA holders will play a major role in tomorrow's business world (Staff Reporter, 1987:3). Economic trends are dictating the geographic distribution

of job opportunities (Stodden, 1985:4). To be enticed to an area, however, executives must know that there is a pool of well-educated employees/leaders who can understand and interpret the complex relationships of business and can reconsider the old ideas and operating practices in light of the complexities of modern society. To provide this pool, educators must examine their programs and institute necessary changes in procedures, curricula and/or administration. There is a need to develop new concepts concerning education and training for adults (Resource Book, 1984:42). A high-level, long-term working relationship with the business community is essential.

During the 1970s, the MBA degree became a prerequisite for many promising corporate positions (Jenkins et al., 1984:20). The MBA degree has become the price of entry and the passport to many higher level positions in business. Hennessey (1984:23) proclaimed that graduate business education in America has achieved its promised maturity and is now widely accepted as a way to improve substantially the probabilities of future managerial success; in fact some doors to career opportunity can be opened only with the MBA key. Byrne (1986:104) stated that for a career-climber, the three most important letters in the alphabet are MBA.

Over the years, MBA programs have proliferated; the number of MBA degrees awarded has increased dramatically despite tighter entrance criteria in many

schools. In 1983 some 600 schools with graduate programs turned out 63,000 graduates, compared with 21,000 in 1970 (Jenkins et al., 1984:20). In 1985 nearly 65,000 added the letters MBA to their resumes. Thirty-five years ago, an MBA was rare - held by a mere few thousand Americans; today, nearly a million hold the degree. Yet some predicted that the growth rate would begin to level off as increasing competition and the changing economy affected the MBA supply/demand ratio. Kurst (1982:9) stated that statistics showed a shift from full-time to part-time enrollment in MBA programs and Hennessey (1984:24) claimed that there has been a significant increase in the number of women and minorities receiving the MBA degree.

Limited educational attainment restricts a nation's capacity to expand its productive capacity and for the individual, limited education becomes a barrier to securing employment. Formal educational institutions have become the selecting and certifying agencies for labor force distribution. The diploma/degree has become the price of entry to an increasing number of jobs (Resource Book, 1984:39-40). It is this need for timely education that makes evaluative studies of MBA programs important.

Is the degree worth what it once was and worth the time and money expended by the student or the employer? Some say yes, others aren't so sure (Herold, 1985:3). Many corporate managers have become more discriminating in appraising MBA holders - and the MBA degree. Serious

questions have been raised about the effectiveness of the country's business schools; corporate leaders have begun to criticize the curricula and approaches used. Some feel that MBA programs stress a short-term financial outlook which perpetuates business problems rather than solves them. Academics have also begun to question whether schools are producing candidates prepared for the complexity, rigor and down-to-earth problems of the corporate world (Jenkins et al., 1984:20). An innovative, state of the art curriculum is being called for.

The need for an even closer relationship between the business and academic communities was and is still evident. Moore and Canfield (1977:322) stated that many of the goals and techniques as well as the problems of educators have reality in business. Since the business community employs the majority of college graduates and draws its leadership from these graduates, the relationship of the campus to business is a significant fact in business viability. Davis and Blomstrom (1975: 390) claimed that the close and relevant interface of business and higher education is a new and necessary development. That still applies.

Adult education plays an important role today in providing information people need in order to cope with changing social conditions (Resource Book, 1984:24). Davis and Blomstrom (1975:394) claimed that business, education, youth, and other groups in society have key,

cooperative roles to play in improving the quality of life in a knowledge society, but for these groups to achieve their potential, they need to emphasize mutual goals and responsibilities instead of differences and rights. Drucker (1969:263-264) proclaimed that a knowledge society exists when more than half the labor force is employed in knowledge-based occupations rather than in manual operations and that knowledge-based occupations are most of the professional, managerial and technical occupations as defined by the census. The business community in a knowledge society needs well-educated employees, managers and leaders; MBA programs provide these well-educated employees, managers and leaders. But for academics to do so requires knowing the needs and attitudes of business executives regarding MBA programs and their curricula.

Responding to growing criticism from the business community, academics across the country are examining and changing the graduate business curricula. Swartz (1985:1) quoted Thomas Piper, Senior Associate Dean at Harvard Business School, as follows: "What I'm hearing is a need to review the product (graduate education), to improve the product and to change the product." Academics must understand what kind of "product" they are producing and what kind of "product" is needed by the business community (Wooten, 1984:26). Academics nationwide are challenged to provide more complex, dynamic, and innovative curricula that is appropriate for their various constituencies. One

goal of an evaluative study should be to determine, if possible, what an MBA's curriculum should be based upon the perceptions of business executives.

This is an age when business schools are being scrutinized for their effectiveness. Business as usual doesn't work any more; academics must guard constantly against education becoming a static system. Some academics are considering change as a matter of survival.

Pascarella (1986:72) proposed that

> The process of change depends on a leader's ability to create a vision, the enthusiasm with which he or she communicates it, and the commitment that vision can uncover in the followers. It calls for leadership that searches deep within itself for purpose and listens carefully so that it can create ways for others to link their personal purposes to it. The process is directed by a picture of what the organization can be - something so compelling that people challenge their assumptions and perceptions and place results far above routine.

The purpose of initiating educational change, particularly at the graduate level, is to better serve the needs of the business community which today is beset with vast technological changes and advances. Varcoe (1984:15) wrote that

> The future will be influenced greatly by the technological advances we are beginning to see today. Education cannot avoid the increasing impact of technology both in terms of the educational process and the product.

Many contend that the most important step business school academics can take to remain competitive is to find a market niche compatible with their resources. Swartz

(1985:35) claimed that innovation may determine which business schools survive the next decade; some will survive by concentrating on the needs of local businesses.

PROCEDURES

The central theme of any evaluative study should be the analysis of data relating to the need for program specialization, employers' perceptions of the strengths and/or deficiencies in business education, their needs and attitudes regarding business education and the importance of particular MBA courses to careers. The objective of an evaluative study should be to discover hidden needs that can be satisfied so as to enhance a program's quality and effectiveness. The analysis of any data received is necessary before recommendations for improvement can be made and any results expected.

Academics owe it to their various constituencies - students, the business community and society - to maintain and improve their MBA programs. Standards within these programs must not be lowered; in fact, the standards should be raised so that students continue to be prepared for leadership roles in the business world.

Many executives feel that business education in general serves a good purpose in training employees, future managers and leaders. They, therefore, should be requested to indicate their preference for program specialization and list courses which they consider

helpful in the training of MBA students. To determine if the current MBA curriculum is appropriate, they should be requested to indicate how important particular courses are to careers. Additional comments and recommendations which reflect their needs and attitudes regarding education and their perceptions of the strengths and weaknesses in business education should be sought.

A major question in the study should be whether a college should offer a major in Accounting, Computer Information Systems, Finance, Management and/or Marketing. The lack of specialization is seen by many to be serious as it puts a program at a disadvantage when compared with competitive programs. Specializations will greatly enhance a program, make it more competitive with other programs, and generally increase enrollment (Newman, 1985:23). Specialization in a program meets one need of the business community. Having specializations will make a college more competitive and satisfy the needs of the business community by supplying it with well-trained and well-educated employees, managers and future leaders. Having specializations could create an environment wherein executives may enroll enough employees to ensure the future success of an MBA program. Having specializations could also create an environment wherein graduates would be more readily accepted as employees and/or managers. Without this acceptance, students may refuse to attend a particular college and its program could cease to exist.

The MBA program evaluator may also desire to know if the respondents' firms have policies which require employees in certain positions to obtain an MBA degree and if the degree must be obtained prior to being hired. A firm's tuition reimbursement policies can also be ascertained if desired. The executive respondents may also be requested to indicate if they or their senior executives would agree to having MBA courses taught at their firms' locations during and/or after working hours and if they would consider enrolling employees and/or executives in particular courses and/or in an executive MBA program. This information may be very helpful in planning for the future expansion of a program.

Instrument

A survey (sample in Appendix A) should be developed and sent with a data collection form (optical scan type), to the presidents of local firms to determine their needs and attitudes regarding MBA programs and MBA holders. They should be asked to complete the survey personnally or pass it on to their representatives.

To test the instrument for content validity, a preliminary survey instrument should be developed and presented to the business faculty members for their input concerning format, material, ambiguity, and clarity. Prior to testing the survey instrument in the business community, some administrators may also edit the

instrument, make suggestions and approve it if necesary. The improved survey should then be presented to several executives as a pilot project to further test for form, ambiguity, clarity and impact. Based upon their input, the survey instrument can then be further modified and mailed out.

Implementation

Implementation of the survey instrument should follow basic survey procedures which entail sending out the survey to a selected population, receiving their responses, possible follow-up with any non-respondents, and analyzing the results in order to make recommendations and future plans. The survey, along with a stamped self-addressed return envelope, should be mailed to the presidents of selected local firms. A response rate and response time should be determined that is considered adequate and satisfactory. If this initial rate is not attained, a follow-up survey with an additional response period can be sent to the non-respondents. If the desired rate still is not attained, a phone call can be made to interview the non-respondents or their delegated representatives until the desired response rate is attained. The implementation of recommended changes should be the result of joint faculty and administration discussions and the examination of available college or university resources.

Treatment of the Data

When the survey cover sheets and data collection forms are returned, the responses can be analyzed, tabulated, and listed in tables in numerical and/or percentage format where appropriate. Open-ended questions should also be checked and the responses listed. No elaborate statistical techniques are necessary to determine significant differences or similarities since only one group, business executives, will be surveyed. These data can then be examined to determine common themes and to ascertain any business needs not being met by business schools in general and each school in particular.

Assumptions and Limitations

It is assumed that those surveyed will see the need for such a study and will respond or have a representative respond. Another assumption is that their perceptions will be diverse enough so that a broad spectrum of ideas will emerge. That the results of the survey sections dealing with specialization in MBA programs and the importance of particular courses to careers will be clear enough to make program and/or course recommendations is a major assumption. Also, it is assumed that any recommendations will be accepted and acted upon and that the ensuing actions will strengthen an MBA program.

The results of the survey may not bring out all the needs and/or attitudes of the business executives regarding graduate business education and MBA programs. Some executives with strong feelings about business education may not respond or may not have a delegated representative respond.

The executives that are selected to be surveyed should represent a cross section of industry in an area. The responses should provide an excellent perspective of the needs and attitudes of various executives and employers of MBA degree holders and can be the basis for program improvement and development.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Discussion

Organizations exist within fluid conditions - technological, economic, social and political - in their internal and external environments. Graduate business education provides students with the opportunity to develop their skills and ability to recognize these constantly changing conditions, to design methods of addressing them, and to implement plans of action for the benefit of the organization and society. A curriculum which includes business experience and case studies of recent business situations is extremely beneficial in providing students with a balanced foundation for business decision-making.

In order to understand and determine where a program is requires internal and external environmental scanning. External scanning looks at the opportunities for and threats to a program and is important to determine if a program is satisfying the needs of business.

The respondents' perceptions can be used to make recommendations which should help to ensure the long range survival of a program. The results obtained and the recommendations made should become the base upon which to build and upon which to do future program studies.

Implications

Satisfying the needs of business should be a major goal. It is the duty of academics to maintain the MBA program not only for their own school's sake but for the sake of graduate business education in general. MBA programs must be strengthened and improved based upon the recommendations made. A study should be the foundation for change; failure to implement change could result in the failure of a program to survive. This could have serious financial repercussions for a school.

Recommendations

These studies should provide information to make recommendations so that the quality spiral of a program is upward, not downward. Far reaching implications and consequences can result if these recommendations are

accepted and properly implemented. This could be the beginning of a major overhaul of an MBA's curriculum and the program itself. Further studies may be desired or necessary before some recommendations are implemented.

A program must become more effective so that a college's reputation is maintained. If the degree loses its luster, many would suffer as many employers would no longer see value in paying higher salaries based upon an individual's having attained the degree (Newman, 1986:30).

REFERENCES

Byrne, John A. "A Seal of Approval Your MBA Should Have." Business Week. N. Y., N.Y.: McGraw Hill Inc., September 22, 1986.

Davis, Keith and Robert L. Blomstrom. Business and Society: Environment and Responsibility. 3rd ed. New York: McGraw Hill, 1975.

Drucker, Peter F. The Age of Discontinuity: Guidelines to Our Changing Society. New York: Harper and Row Publishers Inc., 1969.

Hennessey, John W. "Continuity and Change: M.B.A. Students 1954-1984." Selections - The Magazine of the Graduate Management Admission Council. Fall 1984.

Herold, Patricia. "Is the M.B.A. Worth It? The Yuppie Degree." New York, New York: New York Daily News, March 24, 1985.

Jenkins, Roger L., Richard C. Reizenstein and F.G. Rodgers. "Report Card on the M.B.A." Boston, Mass: Harvard Business Review. September-October, 1984.

Kurst, Charlotte, ed. The Official Guide to MBA Programs, Admissions, & Careers. Princeton, N.J.: Educational Testing Service, 1982.

Moore, H. Frazier and Bertrand R. Canfield. Public Relations: Principles, Cases and Problems. 7th ed. Homewood, Ill.: Richard D. Irwin, Inc. 1977.

Newman, James F. "Environmental Scanning as a First Step to Strategic Planning in the MBA Program at Dowling College." Oakdale, N.Y.: Dowling College, 1985.

Pascarella, Perry. "Creating the Future." New York: Industry Week, October 13, 1986.

Resource Book: Societal Factors Affecting Education. Ft. Lauderdale: Nova University/New York Institute of Technology Press, 1984.

Staff Reporter. "Job Outlook: 1987." Careers and the MBA., 1987 edition. Boston, Mass.: Bob Adams Inc., 1987.

Stodden, John. "Job Map." Business Week Careers. New York, N.Y.: Mc Graw Hill,Inc., Special Edition, 1985.

REFERENCES (Continued)

Swartz, Steve. "Business Schools Revise Programs to Meet Firm's Changing Needs." Wall Street Journal, March 28, 1985.

Van Doren, Doris C., Louise W. Smith and Ronald J. Biglin. "Promoting Corporate Enterprise: Marketing the Executive MBA." Educational Record, Winter, 1986.

Varcoe, K.E. Study Guide: Societal Factors Affecting Education. Ft. Lauderdale: Nova University/New York Institute of Technology Press, 1984.

Wooten, Bob E., Charles D. McCullough and Jay Blackburn. "Work Experience Before Graduate School: Necessary or Not?" Collegiate News And Views. Cincinnati, Ohio: South-Western Publishing Co., Spring, 1984.

BIBLIOGRAPHY

Byrne, John A. "A Seal of Approval Your MBA Should Have." Business Week. N. Y., N.Y.: McGraw Hill Inc., September 22, 1986.

Davis, Keith and Robert L. Blomstrom. Business and Society: Environment and Responsibility. 3rd ed. New York: McGraw Hill, 1975.

Demong, R.F., B.J. Campsey, and L.C. Patil. "Is Curriculum Keeping Pace With Business?" Business Forum, Fall, 1983.

Dressel, Paul L. "Curriculum and Instruction in Higher Education." Encyclopedia of Educational Research. 5th ed. New York: The Free Press, 1982.

Drucker, Peter F. The Age of Discontinuity: Guidelines to Our Changing Society. New York: Harper and Row Publishers Inc., 1969.

Fleming, Robert. "MBA". New York: New York Daily News, November 24, 1985.

Hennessey, John W. "Continuity and Change: M.B.A. Students 1954-1984." Selections - The Magazine of the Graduate Management Admission Council. Fall 1984.

Herold, Patricia. "Is the M.B.A. Worth It? The Yuppie Degree." New York News. March 24, 1985.

Hunt, Shelby D. and Paul Surgi Speck. "Specialization and the MBA: Is the Broad MBA Passe?" California: California Management Review, Spring 1986.

Jenkins, R.L. and R.C. Reizenstein. "Insights Into the MBA: Its Contents, Output and Relevance." Selections: The Magazine of the Graduate Management Admissions Council. Princeton, N.J.: GMAC, Spring, 1984.

Jenkins, Roger L., Richard C. Reizenstein and F.G. Rodgers. "Report Card on the M.B.A." Harvard Business Review. September-October, 1984.

Kelley, J.W. "Management Grades the Graduate Business School." Personnel, September-October, 1984.

Kiechel, Walter III. "Bunch and Crunch on the Fast Track." New York, New York: Fortune, May 3, 1982.

BIBLIOGRAPHY (Continued)

Kurst, Charlotte, ed. The Official Guide to MBA Programs, Admissions, & Careers. Princeton, N.J.: Educational Testing Service, 1982.

Levitt, Arthur Jr. "Beta Gamma Sigma National Honoree Luncheon." American Assembly of Collegiate Schools of Business: Newsline, Vol. 15 #5, June 1985.

Mayhew, L.B. Surviving The Eighties. San Francisco, Cal.: Jossey Bass, 1980.

Mitchell, Russell. "Job Outlook for New Grads." Business Week Careers. Special Edition. New York: McGraw Hill, Inc. 1986.

Moody, G.F. "What Business Expects of Business Schools." New York, New York: Business Forum, Fall, 1983.

Moore, H. Frazier and Bertrand R. Canfield. Public Relations: Principles, Cases and Problems. 7th ed. Homewood, Ill.: Richard D. Irwin, Inc. 1977.

Morgenthaler, Eric. "Although the Scarcities Are Fewer, Some Job Skills Are in Short Supply." New York: Wall Street Journal, October 7, 1986.

Palmer, Russell D. "Choosing the Right Job For You: It's Your Choice." Careers and the MBA. Boston, Mass.: Bob Adams, Inc., 1987.

Pascarella, Perry. "Creating the Future." New York: Industry Week, October 13, 1986.

Reilly, Robert F. "Teaching Relevant Management Skills in MBA Programs." Journal of Business Education, January, 1982.

Resource Book: Societal Factors Affecting Education. Ft. Lauderdale: Nova University/New York Institute of Technology Press, 1984.

Ross, Steven S. "Careers: What's Hot, What's Not." Business Week Careers. Special Edition. New York: McGraw Hill, Inc. 1986.

Sanoff, A. P. "Hard Times Come to Graduate Schools." New York, New York: U.S. News & World Report. January 25, 1982.

BIBLIOGRAPHY (Continued)

Scigliano, John. "A Systems Approach to the Design and Operation of Effective Marketing Programs in Community Colleges." Community/Junior College Quarterly. Hemishphere Publishing Corp, 1983.

Scigliano, John. "Strengthening Hope and Purpose in Community College Futures Through Strategic Marketing Planning." Catalyst, Volume Xi, Number 1.

Staff Reporter. "Hard Times Push B-Schools Into Basics." New York: Business Week, August 30, 1982.

Staff Reporter. "Job Outlook: 1987." Careers and the MBA., 1987 ed. Boston, Mass.: Bob Adams Inc., 1987.

Staff Reporter. "The Swing to Practicality in the B-Schools." New York: Business Week, July 23, 1979.

Staff Reporter. "Tailoring The B-School to the Business World." New York: Business Week, January 19, 1963.

Staff Reporter. "What Are They Teacing in the B-Schools?" New York: Business Week, August 30, 1982.

Stodden, John. "Job Map." Business Week Careers. New York: Mc Graw Hill, Inc., Special Edition, 1985.

Swartz, Steve. "Business Schools Revise Programs to Meet Firm's Changing Needs." Wall Street Journal, March 28, 1985.

Van Doren, Doris C., Louise W. Smith and Ronald J. Biglin. "Promoting Corporate Enterprise: Marketing the Executive MBA." Educational Record, Winter, 1986.

Varcoe, K.E. Study Guide: Societal Factors Affecting Education. Ft. Lauderdale: Nova University/New York Institute of Technology Press, 1984.

Wooten, Bob E., Charles D. McCullough and Jay Blackburn. "Work Experience Before Graduate School: Necessary or Not? " Collegiate News and Views. Cincinnati, Ohio: South-Western Publishing Co., Spring, 1984.

APPENDIX A

SURVEY OF BUSINESS EXECUTIVES

_____ COLLEGE

THE PURPOSE OF THIS SURVEY IS TO ASSESS THE STRENGTHS AND WEAKNESSES OF AND OPPORTUNITIES FOR M.B.A. PROGRAMS AS PERCEIVED BY BUSINESS EXECUTIVES.

PLEASE COMPLETE THE FOLLOWING SURVEY AND RETURN THE SCAN FORM WITH THIS COVER SHEET TO _____ COLLEGE IN THE ENCLOSED ENVELOPE. YOUR COOPERATION IN THIS ENDEAVOR WILL GREATLY ASSIST _____ COLLEGE IN ITS EFFORTS TO EVALUATE AND THEN IMPROVE ITS MASTER OF BUSINESS ADMINISTRATION PROGRAM. OUR DESIRE IS TO MAKE THIS A PROGRAM OF EXCELLENCE THAT WILL PROVIDE THE FINEST EDUCATION TO THE STUDENTS AND TO PROVIDE WELL TRAINED FUTURE LEADERS TO THE BUSINESS COMMUNITY.

THIS COVER SHEET WILL BE USED FOR IDENTIFICATION PURPOSES IN ORDER TO DETERMINE WHO HAS AND WHO HAS NOT RESPONDED.

PLEASE LIST YOUR NAME, POSITION, COMPANY NAME, ADDRESS AND TELEPHONE NUMBER.

_____
_____
_____

PLEASE RESPOND TO THE FOLLOWING ON THESE PAGES. IF MORE SPACE IS REQUIRED, PLEASE WRITE ON THE BACK OR ATTACH ADDITIONAL PAGES.

WHAT ARE YOUR PERCEPTIONS OF THE STRONG POINTS OF GRADUATE BUSINESS EDUCATION?

_____
_____
_____
_____

WHAT ARE YOUR PERCEPTIONS OF THE DEFICIENCIES OF GRADUATE BUSINESS EDUCATION?

_____
_____
_____
_____

WHAT AREA OR CONCENTRATION DO YOU CONSIDER MOST IMPORTANT TO AN MBA's CAREER? PLEASE RANK IN IMPORTANCE FROM ONE TO FIVE.

_____ MANAGEMENT _____ MARKETING _____ FINANCE
_____ ACCOUNTING _____ COMPUTER INFORMATION SYSTEMS
_____ OTHER (PLEASE SPECIFY)_____

WHICH COURSES (OTHER THAN THOSE LISTED ON THE SURVEY INSTRUMENT) DO YOU THINK ARE MOST HELPFUL IN THE TRAINING OF AN MBA STUDENT AS FAR AS YOUR FIRM IS CONCERNED. PLEASE LIST IN ORDER OF IMPORTANCE.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

IF YOU HAD THE OPPORTUNITY TO RECOMMEND AN MBA COURSE OR COURSES (OTHER THAN THOSE LISTED ON THE SURVEY INSTRUMENT), WHICH WOULD YOU RECOMMEND? PLEASE LIST IN ORDER OF IMPORTANCE.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

PLEASE USE THIS SPACE TO MAKE ANY COMMENTS YOU MAY FEEL ARE RELEVANT AND WOULD BE HELPFUL TO _____ COLLEGE. IF ADDITIONAL SPACE IS REQUIRED, PLEASE USE THE BACK OF THESE PAGES.

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR TAKING YOUR VALUABLE TIME TO RESPOND TO THIS SURVEY. YOUR RESPONSES AND THOSE OF OTHER BUSINESS EXECUTIVES WILL ASSIST _____ COLLEGE IN ASSESSING ITS MBA PROGRAM AND IN UPDATING IT TO MEET THE NEEDS OF THE BUSINESS COMMUNITY AND THE CHALLENGES OF THE FUTURE.

CHECK HERE IF YOU WOULD LIKE THE RESULTS OF THIS SURVEY SENT TO YOU.

YES _____ NO _____

MBA BUSINESS SURVEY

****

USING THE DATA COLLECTION FORM (SCAN FORM) PROVIDED AND A #2 PENCIL, PLEASE ANSWER THE FOLLOWING:

Q.1 DOES YOUR FIRM REQUIRE ANY OF ITS EXECUTIVES OR EMPLOYEES TO HOLD AN M.B.A. DEGREE?
A. YES B. NO

Q.2 IF YES, MUST THIS DEGREE BE ACQUIRED BEFORE HIRING OR CAN IT BE ACQUIRED WHILE ON THE JOB?
A. BEFORE HIRING B. WHILE ON THE JOB

Q.3 IF THE M.B.A. DEGREE CAN BE ACQUIRED WHILE ON THE JOB DOES YOUR FIRM HAVE A TUITION REIMBURSMENT POLICY?
A. YES B. NO

Q.4 IF YOU HAVE HIRED M.B.A.s IN THE PAST, DO YOU CONSIDER THEIR EDUCATION TO HAVE BEEN ADEQUATE BASED UPON THE DEMANDS OF THE POSITION IN YOUR FIRM?
A. YES B. NO

WOULD YOUR FIRM AGREE TO HAVING COURSES TAUGHT AT THE FIRM'S SITE BY A _____ COLLEGE PROFESSOR

Q.5 DURING WORK HOURS? A. YES B. NO C. UNDECIDED

Q.6 AFTER WORK HOURS? A. YES B. NO C. UNDECIDED

Q.7 WOULD YOUR FIRM CONSIDER ENROLLING EMPLOYEES AND/OR EXECUTIVES AT _____ TO TAKE PARTICULAR COURSES?
A. YES B. NO C. UNDECIDED

Q.8 WOULD YOUR FIRM CONSIDER ENROLLING MANAGEMENT EMPLOYEES IN A _____ COLLEGE EXECUTIVE MBA PROGRAM?
A. YES B. NO C. UNDECIDED

Q.9 WOULD YOUR FIRM CONSIDER HAVING ANY OF ITS EXECUTIVES GUEST LECTURE AT _____ COLLEGE?
A. YES B. NO C. UNDECIDED

Q.10 WOULD YOUR FIRM CONSIDER HAVING ANY OF ITS EXECUTIVES TEACH AS ADJUNCT PROFESSORS IN THEIR AREAS OF EXPERTISE?
A. YES B. NO C. UNDECIDE

IN ADDITION TO MANAGEMENT, SHOULD DOWLING OFFER A MAJOR OR CONCENTRATION IN THE MBA PROGRAM IN

Q.11 ACCOUNTING? A. YES B. NO C. NO OPINION

Q.12 COMPUTER INFORMATION SYSTEMS? A. YES B. NO C. NO OPINION

Q.13 FINANCE? A. YES B. NO C. NO OPINION

Q.14 MARKETING? A. YES B. NO C. NO OPINION

USING THE FOLLOWING SCALE, INDICATE THE LEVEL OF IMPORTANCE OF EACH OF THE FOLLOWING COURSES TO CAREERS.

A. VERY IMPORTANT B. SOMEWHAT IMPORTANT
C. NOT VERY IMPORTANT D. UNIMPORTANT E. NO OPINION

Q.15

Q.16 EACH

Q.17 COLLEGE

Q.18 SHOULD

Q.19 LIST

Q.20 THE

Q.21 MBA

Q.22 COURSES

Q.23 OFFERED

Q.24 WOULD YOU CONSIDER OFFERING AN INTERNSHIP PROGRAM FOR _____COLLEGE M.B.A. STUDENTS?
YES_____ NO_____

THANK YOU VERY MUCH FOR YOUR COOPERATION!